THE Journal OF THE AIR

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THE ASSOCIATION FOR EDUCATION BY RADIO

Who? What? Where? When?

Hoboken, New Jersey, is testing a juke-box television system.

Robert Hudson, director of education for CBS, left his post on September 1 to resume a university position.

The Philadelphia Medical Hospital plans to televise operations for the benefit of intern doctors and student nurses.

Dr. Franklin Dunham, chief, Educational Uses of Radio, U. S. Office of Education, is the new AER representative on the FREC.

NBC affiliates voted recently not to accept hard liquor advertising. This action should receive high commendation from all parents and teachers.

Dorothy A. Kemble, director of continuity acceptance, Mutual Broadcasting System, has taken the place of the late Elsie Dick on the Federal Radio Education Committee.

The Chicago Radio Council resumed its school broadcasting for 1949-50 on October 10, using stations WBEZ, WJJD, and WIND. The broadcast period is from 9:15 a.m. until 3 p.m.

Dr. Frank Stanton, CBS president, received an honorary LL.D. degree from the Ohio State University at its Summer Commencement Exercises September 2. Dr. Stanton earned a Ph.D. degree at Ohio State.

The Boston Symphony Orchestra opened its second season of dress rehearsal programs on October 3 [NBC, 1 p.m., EST]. This year's programs will be under the new conductor, Charles Munch, who replaced Dr. Serge Koussevitsky.

The United Nations, in addition to the regular network programs, has the cooperation of approximately 1,000 stations in carrying weekly or daily programs. In addition, UN sponsors world broadcasts in 24 languages on a 24-hour-a-day schedule.

Dr. Arno Huth, international broadcasting authority, is offering a class, "World Radio: Radio and Television Today," at the New School for Social Research, New York. The class, which meets on Thursdays from 8:20 to 10:00 p.m., began on September 29.

Broadcasting Magazine took cognizance of the Editorial "Don't Sell Education Short!" which appeared in the September *AER Journal*. A lengthy article on page 26 of the issue for August 29, 1949, set forth the issues with which the Editorial dealt and mentioned the fact that it had been reproduced in the *Congressional Record*.

The American Telephone and Telegraph Company has devised a portable cabinet for the classroom containing a special microphone and amplifier. A companion cabinet for the home-confined student contains equipment through which the shut-in student can listen in not only to the teacher's voice but to the recitation of the other students.

Paul A. Walker, FCC vice-chairman, has replaced Clifford J. Durr on the FREC.

The Federal Radio Education Committee has scheduled its first meeting in more than a year for November 9.

Station WBOM, Macalester College, St. Paul, Minnesota, a new wired-wireless system, began broadcasting October 3.

Lowell B. Mason of Illinois was nominated to a new seven-year term on the FCC by President Truman on September 26.

Dr. Lyman Bryson, CBS counselor on public affairs, has returned to his former post as director of education for the network.

The Federal Communications Commission postponed from October until a later date its proposed hearing on radio lotteries.

Broadcasting stations on the air on July 1, 1949, totalled 2,801, according to a report by the FCC. Of these, 2,002 were AM, 727 FM, and 72 TV.

Walter S. Bell has retired from his post with the Atlanta, Georgia, Board of Education and is now connected with the Health Department of the U. S. Government.

George Ivan Smith, formerly in charge of the Radio Division, United Nations, Lake Success, New York, is now director of the United Nations Radio Office in London.

Ruth Swanson, who served as acting manager of Station KUOM, University of Minnesota, last year, is now serving as instructor in radio at the University of California at Los Angeles.

Burton Paulu, manager, Station KUOM, University of Minnesota, received the Ph.D. degree from New York University at the October convocation. The title of his thesis was "The Voice of America from 1945 to 1949."

Fred G. Taylor, Jr., assumed recently the directorship of Station RIAS, Berlin. Mr. Taylor, a native of Ogden, Utah, has been director of Radio Stuttgart since 1946. He replaces William F. Heimlich, who resigned from the RIAS post.

The Audio Engineering Society sponsored the first annual Audio Fair at Hotel New Yorker, New York City, October 27-29. It presented for the first time, under one roof, an industry-wide display of audio equipment, components, and accessories.

Ray C. Wakefield, who served from 1941 to 1947 on the FCC, was re-appointed by President Truman, only to have the President withdraw his appointment before it could be acted on by the Senate, died in Washington, D. C., September 30, 1949.

Dr. Franklin Dunham, chief, Educational Uses of Radio, U. S. Office of Education, was in Stockholm for the meetings of the Interparliamentary Union as executive secretary of the American Congressional Committee, according to a communication received recently from him by the Editor. He has since returned to the U. S.

The Broadcast Measurement Bureau states that 39,281,230 U. S. families [94.2 per cent] had radios in 1949. This is an increase over 1948 of 1,658,230.

Mrs. Dorothy Lewis is the coordinator for U. S. Station Relations, United Nations, Lake Success, New York, and should be communicated with to secure educational radio materials—transcriptions, scripts, etc.

Is Your School Doing Its Job? is the title of an Editorial which appeared in the January, 1948, issue of the *AER Journal*. AER members are urged to re-read it. The Missouri State Teachers Association was recently granted permission to reprint it in *School and Community*.

Ralph A. Renick has begun TV production research at the University of Miami, Florida, under a $2,000 fellowship from the Kaltenborn Foundation of New York. Mr. Renick, who completed his A.B. degree in radio and TV at Miami the past summer, will work under the supervision of Sydney W. Head, Miami Radio and Television Department head.

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ALPHA EPSILON RHO

The Association sponsors Alpha Epsilon Rho, an undergraduate professional fraternity in radio, BETTY THOMAS GIRLING, *Executive Secretary, director*, Minnesota School of the Air, University of Minnesota, Minneapolis 14.

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EDUCATIONAL PRESS ASSOCIATION OF AMERICA

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TRACY F. TYLER, Editor VIRGINIA S. TYLER, Assistant to the Editor GEORGE JENNINGS, Business Manager

The Giveaway—A Challenge to Democracy

GIVEAWAY PROGRAMS have not been commented upon heretofore by the Editor in spite of the fact that they have been the subject of numerous news stories and public pronouncements and, more recently, were officially ordered to halt on October 1 by the Federal Communications Commission.

When the FCC ruled against the broadcast of such programs, the only dissenting voice [that of Commissioner Frieda B. Hennock] was apparently based not upon the desirability of such performances, but rather upon the legal question of whether the FCC or some other government agency had the responsibility for that type of policing.

In due time this aspect of the problem will be solved since the Commission's action [its effective date now postponed] is due for an early court test. When the decision has been handed down, listeners and broadcasters alike will know just how far FCC powers go in making sure that broadcasts meet reasonable standards.

The type of citizen who constitutes the backbone of our nation is not likely to favor programs designed to "buy" the radio audience. He sees in radio one of today's most powerful media for education, information, culture, and high class entertainment. Unless the program improves the listener in some way—educationally, spiritually, recreationally—he will feel that those priceless radio channels which belong to him and the rest of us are being exploited and prostituted. It will be impossible to convince him that the public interest, as contemplated by the Communications Act of 1934, is being served when an individual tunes in a program, not because of its high quality content, but because he fears that his phone might ring and he might miss a small fortune were his radio tuned to some other station. If this point has been fairly stated, does it not constitute ample justification for barring such programs?

The Southern California Association for Better Radio and Television recently made the point that while the exploitation inherent in giveaway programs is unfortunate for adults, it is particularly harmful for children. As a consequence, the California group has urged parents to protest vigorously to radio stations against such "catering to the desire for something for nothing."

A key Senator, Chairman Edwin Johnson of the Senate Commerce Committee [the committee having jurisdiction over broadcast legislation] has placed himself on record as agreeing with the decision of the FCC in barring what he terms "insane" giveaway programs. He noted that the chance to win on such a program is one in eight million; that broadcast licenses are not granted "to cultivate and appeal to the base emotions"; that "radio broadcasting has a finer service to offer than that"; and that "pyramid clubs, 'giveaway' programs, and lotteries may have a strong appeal but it is not an appeal worthy of our greatest entertainer and instructor—the radio."

The United States has grown strong through its short existence largely because it offered opportunity to those who had ambition. In the early days that opportunity consisted of land, timber, and other natural resources. Success required only reasonable ability and determination. A later form of opportunity were the free public schools, without which America might never have made democracy succeed. Public schools changed the emphasis from natural resources to human resources and provided a challenge and an opportunity to the able, regardless of wealth, race, color, or creed.

In the Old World and in many parts of the New, access to natural and human resources is practically denied to the mass of youth. Instead, the circumstance of birth still plays a major role in determining success. Thus, for millions, the winning of the national lottery may seem the only hope of improving one's lot. Has America also ceased to be a land of opportunity?

Increased productivity and not winning a giveaway program is the secret for success today for an individual and for a nation. A steady increase in the output per worker is the only sound formula for reduced prices and increased wages. Furthermore, just to keep living standards at pre-war levels requires much higher productivity than was attained in the pre-war years.

Are not present economic conditions, of which our present high taxes are one manifestation, largely caused by our paying directly or indirectly for war and defense against possible future wars? Is not the defense of America for all of us? Can it be paid for unless *all* sacrifice?

Has the attitude of too many of the American people changed from what it was a few years ago? Do people now say: How much will I get? instead of: How much can I produce?

Morally, giveaway programs, like slot machines or any other form of gambling, are wrong. We owe it to our youth to instill in them the ideal that opportunity and not luck is the only solid basis on which individual lives or a sound democracy can be built. We know that democracy will survive only as long as free public education exists. And we know, too, that only if our young people are taught to realize that success can still be attained by those who prepare for fields which can best utilize their aptitudes and interests, can the future of America be assured.

What contribution can radio make to the American ideal? Is it a credit to those who hold in their hands the future of this powerful educational tool when they use it to destroy rather than to build up? Would a single network administrator, station manager, or advertising executive wish for his child a philosophy of success which idealizes "getting something for nothing"? Should radio bring to any American home a philosophy which is rejected as unsound and immoral by its more fortunate citizens?—TRACY F. TYLER, *Editor.*

The President's Page

I AM WRITING THIS three days before the opening of the 13th Annual School Broadcast Conference. The staff has completed all preliminary activities—luncheons have been arranged, exhibits prepared, almost one thousand advance registrations processed. The chairmen for the sessions have been invited and briefed, as have the panel participants; engineers, producers, announcers have been assigned their respective duties.

The ROTC, the Musicians Union, the hotel management—all have been made aware of the coming event and have been alerted to their responsibilities. Advance releases, on meetings still to happen, have been sent to all local dailies and the national trade press.

What happens now is up to the participants in the sessions. From all appearances the meeting will be excellent. Registrations have come in from thirty states — from state superintendents, large and small city systems, county and rural areas, directors of radio and audio-visual education, teachers and principals. We are gathering together to consider again the potentials of radio in education, and to evaluate the utilization we have made of them.

I fear the consensus may be that we have barely realized the potentialities of radio in education, and that our utilization of it is far from what it might be. But educators are not alone in this. The great networks, the giant regional stations, even the 250 watter in the city of 20,000 are in the same boat. Except for the potentialities of radio as a sales medium, and the utilization of it for the dissemination of news, the industry has barely scratched the surface. Like Christianity, democracy, and many other cures for the ills of mankind, radio has never been tried.

ABC, CBS, NBC, MBS all have done "documentaries"; each network at one time or another has done "schools of the air"; local stations keep their public service docket in good repute with the FCC by doing sporadic "school programs." But these are not "educational radio." These are but doses of pabulum to the god of "public interest, convenience and necessity."

I should like to see, first of all, a strong national organization whose prime interest is in the use of radio for educational purposes. In the AER we have the nucleus for such a group but something is lacking. We seemingly do not have enough of the critical material to bring about an explosion of interest.

I should like to see an honest attempt on the part of the great networks to produce the very best in educational radio, regularly, on a fixed schedule, at peak time. The networks discontinued "school-broadcasting" because the "local school systems were advancing so rapidly in the art of broadcasting." But, networks can do what no school system can—break down the walls of the studio, and take their microphones anywhere—the on-the-spot broadcast of conditions in the coal fields of Western Pennsylvania; the same for the great steel mills of Gary; what's going on in the grain producing states; what of the West Coast? Do you think the local school system can do these things? Not yet, even with tape recording and the cooperation of other local and regional stations.

I should like to see a good radio receiver in every school in the nation. But first, we must have worthwhile listening material—meaningful material, important material—documentary, on-the-spot reporting of problems facing us now. I would not have represented the social sciences alone; there is need for great music, great drama, great poetry, great fantasy—great art on the radio for in-school use. And there we have the crux of the problem! Radio people are pretty good craftsmen [I've said this somewhere before] but precious few of us are artists. And when an artist does come along—an Irving Reis, an Archibald MacLeish, a Norman Corwin—what happens to him? He is soon lost in the shuffle of give-aways or drowned in the sudsy tears of the soap-operas.

Neither you nor I, as members of the AER, would deprive anyone who wanted to listen to soap-opera of the opportunity to do so; we would, I am sure we do, decry the fact that those of us who might like to listen to something other than the run-of-the-mill junk the studios turn out as mechanically as the running of a stop-watch, are deprived of that opportunity.

I do not think that listening to the radio is going to raise the intellectual level of a nation overnight, but I do think that within ten years, fifteen years, the level of taste in drama, for example, might be raised somewhat above the level of *Skippy Theatre*, provided the listening audience were given something better to hear than the "crunchy-spread" type of drama.

Radio men—and some educators, too—smile smugly when anyone mentions the BBC "Third Program"—the one on which you may hear a full production of Marlowe's *Doctor Faustus*, for example, or as I did the other evening on shortwave, a comedy of Shakespeare in French. Which would you rather hear on the air as a study of the psychology of the teacher, "Dr. Topaz" or "Miss Brooks"?

Radio has proved that liking good music is largely a matter of hearing good music. The same is true of drama, or any other subject area. I am not a scientist but frequently I enjoy reading rather learned treatises on some phase of modern science; I am not a musician, and yet I enjoy hearing good music—chamber music, preferably; I am not a social scientist, and yet I enjoyed greatly a discussion based on Clayton's study of the Negro in Chicago, *Black Metropolis*.

I am just an average citizen with the usual college education. There must be millions like me who have not forgotten the joy of knowing and have retained the desire to know for knowledge's sake, for the pleasure and intellectual stimulation we derive from something that exercises the "little grey cells." What kind of a person does the sponsor, the network executive, the agency man, the program director, the announcer think I am? I am tired of being shouted at; I am tired of the newscaster who creates a mountain out of a bump on a dill pickle; I am tired of "stop-the-music" and "what's the name of that song?" Does anyone really care? I don't.

I am a "lost listener" of whom there must be millions. We don't want to be lost. To me, and to many others, radio can weave a magic that no other medium can; because you and I participate in radio—we are the actors and

[*please turn to inside back cover*]

Group Script Writing at Oneonta

WE TALKED WITH STUDENTS AND STAFF MEMBERS. . . . Sure, at least we can try. . . . The Science Department will cooperate. . . . The Language Department is interested. . . . The English Department will be glad to help. . . . The students are radio enthusiasts.

We talked with other students, other staff members. Ideas came from here and there: Create a family. . . . Write about a family as they work together, as they play together!

No one could claim "creating a family" was an original idea, but during the first week in February, 1949, in the College Coffee Shop, we staff members and radio production students set to work.

And so our family began, the family that we have come to know so well, the family created through an experiment in group dynamics.

I should like to tell you about this group activity that was carried out last semester at State Teachers College, Oneonta, New York. I should like also to have you know our friends, *The Petersons of Oneonta*.

To do this, let's go to the College Coffee Shop. The first meeting of the script writers is in progress. We, two staff members and five students, are listing our aims: to write a series of six entertaining programs; to show an Oneonta family at work and play; to give out "Bits of Knowledge from Teachers College."

Now the seven of us must concentrate, not on theory, but on concrete details. Who will be in this family? Father and Mother—that sounds logical!—and children, probably three: two girls, sixteen years old and eleven, and a boy thirteen.

Well, what next? and our discussion goes on. Father has to work. Where? The Delaware and Hudson Railroad has its central repair terminal in Oneonta. All right. Dad will be a supervisor at the car shops, earning about four thousand dollars a year.

And Mother loves to cook and the older girl is taking a sewing course in high school. [The Home Economics Department wishes to be represented in this series.] Mother enjoys reading [English Department]; the boy likes sports [Physical Education Department], is a member of the Boy Scouts and is enthusiastic about hiking [Science Department].

Each of us is jotting down notes for further reference. We can see that our family is developing many interests. Oh, yes, all the Petersons enjoy music [Music Department]; the older girl is learning French at school [Language Department]; Father likes to tinker on his "Chevy" [Industrial Arts Department]; and, of course, the children are developing [Child Development Department].

Now what can our family do together? The series will be broadcast during March and April. Why can't they plan their vacation trip? That idea we all like!

So ends the first meeting. An experiment in group dynamics is in progress.

During the next two days the five students meet together to name and to watch the nurturing of the family.

Staff and students meet again. The family has become, not Child I, II, and III, but Ann, the sixteen year old; Rick, thirteen; and Penny, eleven; and these children have for parents, Jim and Marie Peterson. The Petersons live on Grand Street, Oneonta, New York.

They are going on a two weeks' vacation in August to Canada and along the Maine coast. Why Canada? Two of the students have travelled in Canada; this will give opportunity for the French Department's contributions; a Home Economics teacher has lived in Canada—so Canada it is!

Together we set up a general outline for the series.

Script I—to introduce the family.

Script II—to map the route and emphasize natural history along the way.

Script III—to show Mother and Ann saving money by making their vacation clothes.

Script IV—to give the stories of the historical events that have taken place along the route.

Script V—to tell of the food of the Canadian habitant and the provisions to be taken along for the Petersons' picnics.

Script VI—[Let's see what develops!]

The five students choose their particular script to write; the schedule for writing drafts I, II, and III is set up; and we adjourn to do individual work on *The Petersons of Oneonta*.

The writer for Script I, because no research for information is involved, is to concentrate immediately on writing her script; the other writers start to examine maps, mileage charts; and begin their reading on the folk lore of Canada, on the food of the Canadian habitant, and on those places in Canada that all travellers should visit.

A week later we read the first script. A new character has appeared. A next door neighbor is introducing the Petersons to the radio audience. Well, why not! He seems a likeable fellow, a retired railroad man who was born in Canada. How convenient! First he is called Si and then Henri; but can a Frenchman be named anything but Pierre? Pierre it is!

We like Pierre. It develops that he has a great deal of information that the Petersons want to know. Pierre is handy to have around; so the cast is increased to six.

In Script I Penny exhibits a decided interest in Indians and during the next five scripts her Indian war whoops are frequently listed in sound effects. And even Rick develops an interest in Indian customs after he reads of Tastioga in Dr. Louis C. Jones' book *Spooks of the Valley*, mentioned because the Radio Workshop is at that time

SBC Awards

Kenneth G. Bartlett and Richard B. Hull were voted joint recipients of the annual award of merit for outstanding service to educational radio by the National Advisory Committee of the School Broadcast Conference, which met in Chicago, October 18-20.

Professor Bartlett is dean, University College, Syracuse University; chairman, Educational Committee, Television Broadcasters Association; and chairman, Committee to Set Standards for College Teaching in Radio.

Mr. Hull is director of radio, Iowa State College, Ames; manager, Station WOI; and president, National Association of Educational Broadcasters.

dramatizing that book on the air.

After reading Script I we as a group talk again about our Petersons and their neighbor. We discuss each character: his or her appearance; his likes and dislikes; his hobbies; his reaction to different situations; his relationship with other members of the Peterson family. We discuss the information on Canada that the students have found and based on this research; we map the route for the Petersons' vacation travels. The experiment in group dynamics is proving successful!

The writers for Scripts II, III, IV, and V begin their scripts. We read Script II. Pierre finds the Petersons sitting on the living room floor looking at a map and what must Pierre do but get down on the floor with them and tell them of his country; and Miss Puss decides she wants to sit on the map; and Marie has made fudge; and Penny, after frequent trips to the kitchen, develops a tummy ache from —guess what!

Script III begins with the sewing machine buzzing away and Marie yelling to Ann to come and show her how to turn off the new gadget, and Jim comes from his workshop where he has completed a collapsible sleeveboard to take on the trip. The children rush off on their way to Scouts, and "Ann has a boy friend," and Jim and Pierre go to a meeting of railroad supervisors, and Marie is left home alone to read Kenneth Roberts' story of the St. Lawrence, *Rabble in Arms*.

Script IV will be broadcast on April 1. This is Penny's birthday and besides receiving many presents and eating Marie's delicious birthday cake, Penny listens as Pierre tells her the story of the shrine near Quebec, Ste-Anne de Beaupre.

Script V. We eat a cabbage and spareribs supper with the Petersons as Pierre tells of his Mother's split pea soup, galletes, and *le salmon poeli au vourray*.

Script VI. Yes, events have developed and we all know the plot of the last script. The Petersons do want Pierre to go with them on their vacation. All that has to be done is ask him; so first Ann asks him, then Rick and Penny approach the question, and finally Jim extends the invitation.

Of course, Pierre accepts and we writers and listeners leave the Petersons. We believe they are continuing their planning because Marie has said many times and Jim and the children have agreed with her that "By planning now we have, not a two weeks' vacation, but a six months' vacation and it's fun when we plan together!"

We have had fun writing the series. We have learned and applied techniques of writing for radio; we have worked with music and sound effects; three of the students had roles in the series as it was produced on the Mutual Station WDOS in Oneonta, New York; and the two other students worked with sound effects and music.

We have learned some facts about Canada, the French-Canadian dialect, and most important, we have experienced the pride and satisfaction of group dynamics as we created new friends, the Petersons of Oneonta.

Yes, we have proved to our satisfaction that radio can be used as a medium for an all-college project and that scripts can be written through a group activity.—NANCY JEAN WILCOX, director, Radio Workshop, State Teachers College, Oneonta, New York.

Presenting the Lesson in the Radio Language Course

This is the concluding installment of a series of three articles on the broadcasting of foreign language lessons. The first, "Planning the Radio Language Course," appeared in September, the second, "Methods of Teaching the Radio Language Course," was published in October.

PROFESSOR D IS NOW READY to plan the presentation of a lesson from his textbook. He desires, during each lesson, to advance the knowledge of his class in fundamental principles of the grammar of the language. He wants to improve his students' pronunciation and comprehension of that language. He wants to give them an understanding of the people who speak the language. Remembering that it is better to go slowly, enriching the material in each lesson, than to go rapidly and lose students, and realizing that it is all-important to do during the class hour what the student cannot possibly do for himself outside the class hour, Professor D might decide to spend four days on a lesson and to organize the material in the lesson as follows:

First Day—Reading by instructor of reading-selection. Rereading of selection in breath-groups which are repeated by students. Discussion by instructor, in foreign language as far as possible, of the subject-matter of lesson in relation to present-day conditions in foreign country. Playing of the slowest and clearest recording of reading-selection. Short dictation from first part of lesson.

Second Day—Playing of second recording of reading-selection. Answering of foreign language questions on the lesson by the instructor, first slowly, then rapidly. Playing of third recording of reading-selection. Discussion in English of grammatical points taken up in lesson. Short intensive pronunciation drill on one paragraph of reading-selection. Dictation of that paragraph.

Third Day—Playing of fourth recording of reading-selection. Correction of all foreign-language exercises previously worked out by students. Playing of fifth recording of reading-selection. Pronunciation drill. Short dictation of parts of questions or part of one exercise.

Fourth Day—Playing of one of the previously played recordings of reading-selection. Correction of English-to-French translation. Playing of another recording of lesson. Pronunciation of vocabulary of following lesson. Playing of recording of some previous lesson for review. Dictation of one paragraph of lesson at hand.

Testing[1]—Tests in a radio language course perform some of the same functions as tests in any ordinary classroom course. They are helpful to student and instructor alike. Tests cause the student to review the material covered in a given unit; they make him organize the subject-matter into a whole, whereas he formerly has seen it only in unrelated and isolated parts; they induce him to emphasize the material and skills which the instructor wants to stress; they reveal to him his weaknesses; and they give him a more definite idea of what he is doing on a percentage basis and in relation to others in the class. Radio tests indicate to the teacher some measure of the effectiveness of his teaching. They afford one of the best means of communication between the radio student and teacher—since they are often accompanied by letters—and they offer a way of estimating the number of members participating in a radio class.

Radio tests may be as varied as classroom tests, but as in the classroom situation, the best tests are those which do not merely test but also

[1] For a more detailed account of testing over the radio, see Walter Maiden, "Testing in Radio Language Courses," *Modern Language Journal* 26:58-61, January, 1942.

teach, either by obliging the student to review or by showing him through the correction of the test where his weak points lie. Tests which oblige the student to show knowledge are vastly superior to those which consist merely in checking one of a number of correct replies or still worse in merely indicating whether a statement is true or false.

Radio language students are eager to send in tests and the limits of the testing program are mainly in the amount of aid the instructor can get to correct the tests.

Grammar tests may consist of blank-filling exercises or English-to-foreign language sentences.

Members of the class would be only too glad to have their knowledge of composition tested by handing in essays in the foreign language on almost any subject. The difficulty of grading such a test is apparent.

Reading ability can be tested through questions and answers or through direct translation. Since reading skill is the most easily acquired and since it can almost be taken for granted in working with elementary material, it is the phase of language teaching which need be tested the least over the radio.

Tests on cultural knowledge concerning the country whose language is being studied could be given either in the foreign language or in English.

Perhaps the most effective and also the most easily tested phase of the radio language course is the aural skill. This may be tested by direct comprehension tests or by dictation.

Comprehension tests may be given by reading a list of questions over the radio and having the class write one-word answers. The questions used should either be meaningful, that is, based on some aspect of the countries' culture so that the answer is worthwhile knowing, or they should be of general nature so that their answer does not depend on remembering an unimportant detail in the reading lesson. If French is being taught, for instance, the following cultural questions might be asked:

[1] *Comment s'appelle le long fleuve qui prend sa source dans le Massif Central et qui se jette dans l'Atlantique près de Nantes?*

[2] *La France est divisée en quatre-vingts divisions administratives. Comment s'appellent ces divisions?*

[3] *Quelle est la date de la Révolution française?*

Or, the following type of general question might be asked:

[1] *En quelle saison fait-il le plus chaud?*

[2] *Avec quoi les oiseaux volent-ils?*

[3] *Est-ce celui qui gagne très peu ou celui qui gagne beaucoup qui paie le plus d'impôts aux Etats-Unis?*

Great care must be exercised not to discourage the students when giving a test made up of general questions.

Periodic tests also serve another purpose. Students tend to write comments concerning the course and send them in with the test. Each time a test is given, therefore, the instructor may indicate to his radio pupils what sort of information he would like concerning their progress in the language. For instance, at one time he may want to know if he is taking up the lessons at the right rate of speed, at another time, whether the recordings are being clearly received, at still another, if he is taking up the exercises in such a way that the students may correct them.

Records of test grades may be kept on the students' enrollment cards. If the radio student enclosed a self-addressed stamped envelope for the return of the test, time and money are saved at the station.

The pupils may also be encouraged to send in specific questions at the time of the test. They may well add them to their test itself, leaving adequate space for the answer to be written below the question.

Native Visitors—There is no greater treat for the radio student than to hear the language he is studying spoken by a native. But nothing is so distressing to the beginning student as to hear a conversation which he cannot understand in a language he is studying.

In an elementary language course, the hour with the native must be very carefully planned so that it will be profitable and stimulating to the elementary student. First of all, there must be a preliminary period in which the student becomes accustomed to the pronunciation and intonation of the native. Then there should be a period in which he can hear the reactions of the visitor on situations in his own country and on his impressions of the United States.

To attain these aims, it is suggested that the native visitor be presented in the following fashion:

[1] The visitor reads over some of the very elementary lessons which the student already knows thoroughly.

[2] The instructor asks and the visitor answers in his own language some simple questions based on material in lessons already covered.

[3] The instructor interviews the visitor.

If the interview is carried on in English, it has no linguistic value; if it is carried on in the foreign language, it may not be understood by the students. For that reason, it is preferable to have the interview in both languages. If the class is still very elementary, the instructor asks and the visitor answers the question in English, then the instructor repeats the question in the foreign language and the visitor answers it in the foreign language. When the class has reached a more advanced stage, the question and answer may be given first in this foreign language, then in English.

Variety—A regular routine in the radio language course develops in the students habits of study which are important. It is also desirable, however, to introduce a sufficient variety so that the procedure does not become boring. This may be done by a number of devices. Here are a few:

Reading of letters from listeners—Members of the class frequently send in questions of general interest. Such questions may well be answered over the air. They should be answered briefly and not too many of them should be taken up any one day.

Music—Occasionally, a song in the language or an orchestral selection of music of the language may fit into the lesson in such a way that it will add to the radio hour.

Reviews of books—Since the radio class will always have some students who have had considerable French before, it is not a loss of time to spend a minute or two now and then to recommend well-edited textbooks for such students. A brief *résumé* of the plot with information as to where the book may be obtained and at what price will be sufficient.

Articles on the country—Very occasionally, references to articles on the country in such magazines as *Life* and the *National Geographic* will elicit interest from the members of the class.

Poetry—Poetry has a special appeal, and to read a poem once every few weeks pleases radio students. One can send a mimeographed copy of a poem along with the returned test.

Dialogs between natives—After a lesson is taken up, if two natives can be brought to the station and induced to talk about the material of the lesson with a vocabulary not too far removed from that of the lesson, the lesson will be much more meaningful to the members of the class.

Correspondence with Radio Pupils—It is very important for the instructor to keep in close contact with the radio students. They should be encouraged to write him of their difficulties and to ask questions concerning the work. In order to keep actual correspondence down to the minimum, general questions may be answered over the air, but they should not take a great deal of time, and they may well be answered at a given time each week so that the students know when to listen for them. Specific questions should be answered personally. Time can be saved here if the students are encouraged to write their questions on a separate sheet of paper and leave at least an inch space for answers. In that way, the instructor can insert the sheet in his typewriter and answer the question directly without writing a separate letter and without having to copy the question.

In Conclusion—Many things can be done in a radio language course, but the three most important things are: [1] Make the subjectmatter interesting; [2] Speak as much as possible in the foreign language; [3] Repeat constantly in the foreign language.—WALTER MEDDEN, assistant professor of Romance languages, Ohio State University.

Educational Stations of the Nation — KWGS

THIRTY-FOUR PER CENT of the 12,000 FM radio families in Tulsa county in Oklahoma listen regularly to KWGS-FM, the non-commercial, educational station of the University of Tulsa. This fact came to light as the result of a telephone listening survey among 1,001 radio listeners conducted by university students, May 1-20, 1949. The survey was supervised by John T. Keown, professor of speech and radio and program manager for KWGS. Thus, for the first time in the southwest, there was positive proof of the effectiveness of a programming policy which has as its basis classroom broadcasts, serious music, and other specialized programs which are beamed to minority groups and which are designed to supplement the commercial radio diet.

Pioneering in FM educational broadcasting in Northeastern Oklahoma, KWGS began operation on May 6, 1947, as a gift to the University from commercial radio station KVOO through its owner, W. G. Skelly. KWGS broadcasts on a five hour schedule during the three summer months and an eight hour schedule during the winter and is transmitting with an effective power of 1100 watts from an eight-bay array antenna on 90.5 megacycles with a coverage area extending on a sixty mile radius from the campus.

The program schedule for KWGS stems from the desire of university officials to make college courses available to a greater number of people through radio broadcasting and to provide programming of interest to discriminating listeners. The obvious result of this desire is the "Radio University of Tulsa" which offers fourteen hours of broadcasts each week direct from the campus lecture rooms. The goal of the "Radio University" is to make it possible for adults to enroll and receive full college credit for courses which they attend via an FM radio. Regular university standards are maintained in these courses which are accredited by the North Central Association and approved by the Veterans Administration for study under the "G. I. Bill."

The "Radio University" first opened its air waves to enrollees for the fall semester, September, 1947, when five hours of course work were made available: *Origins and Principles of Christianity*, taught by Professor Grady Snuggs, and *Music Appreciation*, taught by Dr. Beaumont Bruestle.

Contrary to the original expectations the success of the "Radio University" is not measured in terms of the number of people enrolled, but by the response from mature listeners who demand radio programs which contribute to self-improvement of the individual. Many listeners are not interested in securing a college degree or, as is often the case, they may already have a degree and are only desirous of continuing their education on an informal basis. However, this does not mean that the courses have no distinct academic value, for since the inception of the "Radio University" there has been a slow but gradual increase in the number of enrollees. And whether a person enrolls or simply listens for his own edification, the "Radio University" is still making higher education available to a greater number of people and continues to pioneer in college education by radio.

The courses offered by the "Radio University" for the 1949-50 school year are the most extensive in its his-

Studio B, the largest studio of Station KWGS-FM, University of Tulsa.

tory and, because of the listener reaction to date, an FM network has been organized which makes the courses available to over 40,000 FM radio families in the four-state area of Kansas, Missouri, Arkansas, and Oklahoma. It is possible this year for residents in this area to take 14 credit hours per week from the "Radio University." These courses are *The Novel, Ethics, History of the English Language, Music Appreciation, Eighteenth Century Literature,* and *Correlation of the Arts.*

The Novel is a two credit-hour course conducted by Dr. Bruestle and broadcast on KVOO, 50 KW NBC affiliate in Tulsa, as well as on KWGS. This course is coordinated with the dramatizations of the NBC *University Theater.* KVOO clears an adjacent half-hour for Dr. Bruestle's lecture. This is the second year KWGS and the "Radio University" have been cooperating with KVOO and NBC in this project and to date Dr. Bruestle has been intermission commentator three times for the network broadcast.

The participating commercial FM stations broadcasting "Radio University" courses on the newly organized network are KMUS in Muskogee, Oklahoma; KFPW in Fort Smith, Arkansas; and WMBH in Joplin, Missouri. KMUS and KFPW take their KWGS originations by direct air relay, while WMBH utilizes tape recordings.

Courses for broadcast are chosen because they are best suited for sound transmission, can be taught without the use of visual aids, and depend entirely on lectures and discussions to communicate the ideas which form the basis of their content. The KWGS program schedule is designed to handle the regular fifty-five minute class periods and the classes are broadcast just as they are taught on the campus. It is important that the manner of conducting the class, its general atmosphere, and the student participation be much the same as that of other classes taught on the campus, because the question periods and discussions help to maintain for the listener some of the flavor of the actual classroom situation.

With the "Radio University" as the primary programming facet the entire program schedule is designed to reflect similar standards and to appeal to equally discriminating radio listeners. A major portion of the remainder of time on the air is programmed with music—transcribed and live. The station subscribes to the World Transcription Library and has purchased nearly four thousand dollars worth of ten- and twelve-inch records for the music library.

Control room, Station KWGS-FM, University of Tulsa, looking into small studio. Bob Wells, *chief engineer, at the controls.*

The most listened to programs drawn from these two sources are *Music of the Masters, Dinner Music,* and *The World of Song. Music of the Masters* is an hour long program of serious music heard seven nights a week, 8:00-9:00 p.m. It has a large and loyal listening audience to which a quarterly schedule is mailed. *Dinner Music* is also heard seven nights a week and consists of an hour of uninterrupted dinner-type music which is featured as a background for the dinner hour, 6:00-7:00 p.m. Vocal music of a semi-classical nature is featured on *The World of Song* across the board at 4:30 p.m.

Recorded and transcribed musical programs are well supplemented by several live programs produced in the KWGS studios. Topping this list is the weekly program of the radio chorus under the direction of Arthur Hestwood. Hestwood, a former director and tenor soloist with Fred Waring's Pennsylvanians, is now a member of the university faculty and musical director of KWGS. The choir sings a fifteen minute program each week aired from the station's large polycylindrically treated Studio B. KVOO, NBC affiliate in Tulsa, airs the program at the same time. Musical selections for the radio chorus are chosen from the choral library maintained by the station. This library consists of special manuscript arrangements prepared by students and the Waring organization. The radio chorus is in constant demand for concerts throughout the KWGS primary coverage area and student participation and morale are always generous and at a high level.

The Tulsans Male Chorus, also under the baton of Arthur Hestwood, is composed of men from the community and is heard in a half-hour rehearsal each week from Studio B. The chorus members are bound together by a common interest in singing and through concerts they secure funds to maintain their philanthropic projects. The program has a good listening audience which reacts favorably to the unusual format. This is the third year that listeners have been able to attend by radio the rehearsals of this well-known choral group.

The live music schedule is bolstered through programming of concerts of other university musical organizations and individual performers from the university at large. The traditional concert hour for large university musical organizations is Sunday afternoon at 4:00 p.m., at which time they are scheduled and carried in their entirety by KWGS. The university band, orchestra, and mixed chorus are featured

in this series. Concerts by individual soloists feature advanced and graduate students. And on the program schedule now in effect there are four women vocal soloists with weekly fifteen minute programs. The outstanding live remote music attraction on KWGS is the Tulsa Philharmonic Symphony Orchestra under the direction of H. Arthur Brown. Through a special arrangement with the orchestra, the American Federation of Musicians, and visiting artists, KWGS schedules all eight of the series of subscription concerts.

An unusual feature of KWGS is the amount of live programming in which students participate. Each spring a full student staff is elected from the group of radio production majors enrolled in the Speech and Radio department. When school resumes in the fall this staff auditions and selects the people who are to work under them. The supervising student staff includes the program director, production manager, chief announcer, news editor, sports director, women's director, sound effects supervisor, music director, continuity director and assistant, traffic director and assistant, promotion director, and publicity director. As each school year begins, the student staff works for a short period under the faculty program manager before officially taking over the station's operation. This period is usually two weeks in length.

Under student supervision the program schedule is planned, maintained, and performed. Announcers are auditioned, directed through an orientation course, and then scheduled for shifts and special shows. All this activity is under the supervision of the chief announcer. Simultaneously, the production manager auditions actors and publishes a central casting list from which all KWGS Players talent is drawn. The Players present a weekly half-hour drama which is a feature on the *KWGS Billboard*, 9:00 p.m. across the board. *Billboard* is the title under which all 9:00 evening features are programmed. These dramas presented by the Players are the only programs heard from the station which are not written by participating students.

The continuity director and his assistant are responsible for all program scripts and all spots used by the station. Usually there are twenty to thirty students writing at any given time. No script or spot is aired until it has been checked by the faculty script editor, after coming through the traffic department which prepares the day-books for the day's operation.

The sports director conducts an extensive schedule of sports news reporting and play-by-play coverage of university athletics. With the slogan "Follow the Golden Hurricane on KWGS!" the sports staff reports on football, basketball, and baseball direct and on all minor sports through the daily *Sports Trail*. The football schedule for this year has twelve games, all of which will be carried by the station, including games at home and away. An extra-curricular play-by-play school is now being conducted by the faculty program manager. The group meets for an hour each day to discuss football fundamentals, rules, and reporting techniques. This same pattern is followed during the season for each major sport. Sports activities have been extended this year to include P.A. announcing, and play-by-play coverage for two area commercial stations.

News is presented three times during each eight hour daily schedule. The news editor assigns a daily editor and newscaster who work together in editing and rewriting all news carried by the station. The main source of news is the United Press radio and news wire which is supplemented by college and local news supplied by student students from the Journalism Department.

A 1949 innovation on KWGS is a women's series. Five half-hour shows have been designed to furnish authoritative information on homemaking, food and cooking, fashions, ideas for the bride, and news of interest to women in the KWGS coverage area. Scheduled across the board at 4:00 p.m., these shows are a combination of appropriate music and interesting comments directed to women.

The publicity and promotion directors work together to assure press attention to station activities. They also prepare quarterly a printed program schedule which is sent to the FM radio families in the Tulsa area. Besides a list of daily programs and special events, the program schedule contains a daily tabulation of compositions and composers to be featured on *Music of the Masters* for each three month period.

Finally, all engineering for the station, except for a full time chief engineer, is performed by students. A training program is in constant operation with students active in doing board work, maintenance, and recording. Five tape recorders and a two-table console for disc recording are in constant use to present remote interviews, make possible critical playbacks, and to preserve outstanding program examples. The transmitter, master control console, two sets of Western Electric remote gear, circuits in two central studios, and in the classroom studio, plus circuits to campus remote spots, are maintained in top working condition by these student engineers.

All this student activity is supervised by a faculty staff which is primarily a teaching staff and which works for the station only in an indirect manner. The station manager is Ben Henneke, head of the Speech and Radio department. He is assisted by Keown, Hestwood, Nancy Kerr Ramsey, script editor, Bob Wells, chief engineer, Ed Johnson, head of the Journalism Department and KWGS news editor, and Gustave Brandborg, commercial advisor.

KWGS maintains membership in the Association for Education by Radio, the National Association of Educational Broadcasters, and the National Association of Broadcasters. It is a charter member of the University Association for Professional Radio Education.

With the realization of the necessity of serving a double function, KWGS is constantly striving to better its service to listeners through the "Radio University of Tulsa" and a quality program schedule, while giving students an opportunity to gain practical radio experience in an academic situation.—Mary Frances Madison, student publicity director, Station KWGS.

Rapid City Offers New Courses

To meet the expressed interest in radio broadcasting by students and the existing relationship of radio as a communications medium to positions of importance in such fields as business, industry, science, labor, and education, the South Dakota School of Mines and Technology this year is offering for the first time courses in radio broadcasting techniques under the supervision of W.

[*please turn to back cover*]

Radio Education in Scandinavia

This is the third in a series of articles on radio education in various countries of Europe. The author returned in early fall from a trip which made it possible for him to study the status and methods of broadcasting in thirteen countries.

LIKE THE COUNTRIES THEMSELVES, radio education in Denmark, Sweden, and Norway is forward-looking, enlightening, and stimulating. In no country are programs sponsored by advertisers. Instead broadcasting costs are defrayed through license fees which each government levies on receiving sets.

An attempt is made to strike a happy medium between light and serious programs and much time is devoted to music. But Scandinavian radio does not want to be considered exclusively as a cultural institution. Neither does it wish to become merely an entertaining show. The system in each of the three countries aims at being a forum for all the varying interests which today are present in a modern democratic society. Much time and energy are spent building up interesting and educational programs as well as bringing light entertainment to the public.

School broadcasting in Denmark began in 1925. Since 1947, such broadcasts have constituted a part of the Lecture Department under the daily management of three program secretaries, all of whom have spent a number of years in the Danish People's School, and, in addition, have received radio training through special courses conducted by the State Radio. Nineteen radio-trained teachers prepare a large number of the programs and also maintain contact with the schools in all regions. They are assisted by a working committee consisting of the chiefs of the three grades of schools in Denmark, two members nominated by the association of teachers, and three members appointed by the Radio Council [the administrative body].

A technical adviser is provided to assist in buying and installing sets, the cost of which is borne by the schools. School broadcasts are used as a supplement to the instruction, involving material which, either in form or content, the teacher is unable to present. Broadcasts deal with religion, the Danish language, history, sociology, geography, art, nature study, physics, and music. Instruction is given also in five foreign languages. In addition, there is a weekly newscast aimed at the 13- to 16-year-old listener.

Each month a certain number of schools are asked to submit reports from teachers and pupils on the effectiveness of the programs in supplementing the daily teaching. Criticisms and suggestions regarding the form and content of the programs are considered in planning new shows. Expenses of the broadcasts are borne by the Danish State Radio, which is under the control of the Ministry of Education.

Four times a year a book is issued to 12-16-year-old pupils containing texts, pictures, maps, diagrams and literary references in connection with the broadcasts intended for this age group. They are sent to the schools along with teachers' manuals. A large number of broadcasts are repeated for those schools which provide instruction every other day. There was an increase of 9,657 listening hours in the village schools last year.

The general management of radio is entrusted to the 16-member Radio Council. The Council consists of an editor, a journalist, a radio technician, and representatives of listeners' associations and the leading political parties. It is responsible to the minister of Education. Partly because of the strong influence of listeners' associations through their representatives on the Radio Council, the Danish State Radio stands as a real people's radio in the true sense of the term.

Copenhagen's Radio House, which has 16 beautifully equipped studios, is new, modern, light, festive, and functional. A studio for small orchestras has adjustable panels, the position of which may be varied from the control room by compressed air. Studio walls are not parallel as is the general rule elsewhere but meet in oblique angles. The organ in the concert hall has 85 stops and 7,700 pipes.

In Sweden the technical operation of radio is assigned to a government organization, but the programs are planned and handled by a private company [A. B. Radiojänst] which has been awarded the concession for operation. At the present time the Board of Governors of the Swedish radio consists of seven members: four selected by the government, two chosen by the Swedish press, and one representing the manufacturers of radio materials. There is a government Committee, composed of 24 persons, which acts as a critic of the program system; but this group has only the right to criticize the programs retroactively and cannot interfere in the running of the business.

Sweden, because of her geographic length and topography, is not a country favorable to good reception, but there is a radio set in nearly every Swedish home, as is the case in Denmark. There are 33 stations spread out over the entire country, all of which broadcast the same program at the same time.

Several program features interested me particularly. Sexual problems have been discussed in a remarkably free and outspoken way in this country. Political debates in Parliament are aired. Extensive contests have been sponsored to stimulate native authors to write good radio dramas. As proof that the Swedish are a hearty, patient people, it need only be pointed out that straight radio talks of 30 minutes duration are nothing unusual for them.

The old Broadcasting House with its studios in Stockholm does not in any way compare with the buildings and equipment in Copenhagen or Oslo. However, plans have been drawn up for a new plant.

The School Radio, which is conducted in close cooperation with the Royal Board of Education, has aroused considerable interest. Currently they print 300,000 copies of the program textbook, which is placed at the disposal of schools and others who wish to follow the series.

School broadcasts were initiated on a trial basis in 1928. It was felt from the start that school broadcasts should contain items which for differing reasons have no place in the ordinary teaching program. Attempts have been made to illustrate and complement the curricula with topical material. Broadcasts often emanate from industrial plants.

The Program Board for school broadcasts consists of representatives of the teachers' unions, each of whom receives remuneration for travel and expenses while attending the sessions. Experiments are being made in giving college students practical instruction and experience in the use of school broadcasting in education.

An experiment which the School Radio has conducted in the teaching of English by radio combined with teaching by correspondence has yielded very good results.

Ever since the start of school broadcasting in Sweden, a pamphlet has been published twice a year, for the elementary school, containing texts and pictorial material, together with suggestions for follow-up work and hints on further reading. There is also a "School Radio Song Book."

The national Norwegian broadcasting service is a state monopoly which is set up as a separate legal entity, controlled by the Ministry of Church and Education. Listeners' fees in Norway vary with reception conditions in the different regions. One of the five sections of the program department is an educational division, which arranges talks, debates, recitals, religious programs, school broadcasts, and youth programs. As in Denmark and Sweden a program journal for schools is published and this writer found it the most attractive of the lot. A handbook called "English by Radio" is also distributed.

In Oslo I found one of the best designed and equipped broadcasting houses in the world, rivaling, and in some respects surpassing, the building in Copenhagen. The studios for dramatic programs were the best I have ever seen.

One of the officials was fascinatingly frank. He described most of the programs there as educational. He said that in Norway radio people were not interested in the comparative popularity of programs or in catering to the dictatorship of mass tastes because they had no commercial programs and were not interested in selling anything. He preferred to rely on the views of specialists in various fields. He had just returned from a visit to the U. S., where he thought excessive commercialization had brought about a new low in programming.

The radio organizations of the three countries cooperate closely in an interchange of scripts and program material. Norway can use the Swedish scripts, if the speech is slow and distinct; the same goes for Denmark; usually, however, they are translated. Sometimes recordings made in foreign countries are used for school broadcasting purposes. An exchange of letters with "pen-pals" in English-speaking countries is promoted in a number of programs. In all countries FM is in the experimental stage and television, because of its expense, is something for the distant future.—JOE A. CALLAWAY, director of radio education, Michigan State College.

Student Forum Program in Pennsylvania

THE PHILADELPHIA STORY of educational radio programs for in-school listening has always included a series of broadcasts sponsored by the Southeastern Convention District of the Pennsylvania State Education Association. This is an unusual situation. In the case of most educational broadcasts, the programs are sponsored by the state, a university, or the local Board of Education. It is most commendable that the Southeastern District of the PSEA has seen fit to pioneer in educational radio. The utilization of radio in the classroom has already proved to be a potent new teaching aid. What could then be more logical than that teachers themselves, through their professional organization, sponsor and maintain a series of broadcasts designed to help their teaching, and promote the interest of the public in education? *The Suburban School Hour* was created to do just that. In addition, it concentrated on suburban high schools which would not otherwise have had the opportunity to profit from the benefits of actual radio broadcasting. *The Suburban School Hour* became the only one of fifteen educational broadcasts originating in Philadelphia, to depend wholly upon student participation for in-school listening.

The Suburban School Hour was so planned that it covered three fields of interest: Pennsylvania historical drama, forums on current events, and music broadcasts by school students. The aims of the PSEA in building such a series were two-fold: to provide educational listening created by the students themselves, and to use the broadcasts as a means of improving school-community relations. KYW gave us free air time and the help of its station personnel.

A bombshell fell upon *The Suburban School Hour* last May, when Station KYW announced that it was cancelling all in-school broadcasts in favor of Saturday morning programs. It was at this time Station WIBG offered us a half-hour each week throughout the school year. The offer was quickly accepted, and plans started for the new series. Then came another realization. The old format of *The Suburban School Hour* could not be used. Everything was different. Instead of the former fifteen-minute broadcast during school hours, we now had a half-hour broadcast outside of school hours. The old emphasis had been on classroom listening, with public relations as secondary interest. The new broadcast would have to major in public relations, and minor in educational material. The value of student participation was the only unchanged idea. The new series of broadcasts was named *Suburban School Round-up*. This series provides an interesting contrast to its predecessor. Both make use of similar ideas, but these ideas are differently slanted to achieve different objectives. The aim of the new program is to introduce individual schools to the public, present student activities, and make the listener conscious of the important part education plays in the lives of modern youth.

The radical change in programming from the old to the new program may be of interest to teachers and people in radio. The new broadcast had to be designed for the typical housewife instead of the classroom. The forum programs were considered first. These discussions had been on current national issues, with a panel of four presenting affirmative and negative sides. It was, necessarily, rather dry, and no *ad lib* rebuttal was permitted. Everything was read from scripts, with a "canned" result. In the new setup, we called this type of broadcast "Teen-Age Talks," and even so, identified it as such only at the end of the broadcast. The format finally decided upon is as follows: Three interest-provoking questions on

a topic of student interest open the broadcast. Then a student chairman introduces himself. He interviews four students, one by one, and gets their reaction to the subject under discussion. These four are, in reality, the panel members. The word "forum" is never mentioned, and it appears to be an interview broadcast. The scripts used up to this point are written informally, with frequent questions and comments by the chairman. After this, scripts are discarded, and we go into an *ad lib* period, in which the ideas have been carefully prepared. The four speakers are told by the chairman that they may now question each other. A referee, rather than a moderator, is introduced to channel the discussion. After that, the chairman decides it would be a good idea to let the students in the supposed audience ask questions of the four speakers. These boys and girls are then introduced one by one. Each may ask an *ad lib* question, which one of the speakers will attempt to answer. Actually, all questions have been screened, but there is no script. The referee acts as trouble shooter for any situations which might arise. He is then asked by the student chairman to give a two-minute summary of all the important teen-age opinions expressed. The result is an alive, interesting program, which is not slowed down by the informally written, carefully rehearsed, three-minute presentation speeches.

The music broadcasts used on the old series likewise went through a facelifting procedure. The old method was simply to present the school glee club, orchestra, or band concerned, with brief announcements preceding each selection. The new plan is to feature the individual school, in addition to the musical performance. A broadcast of this type of program now opens with the school song, immediately followed by a school cheer. A student chairman is introduced, and he interviews the Student Council president concerning the school history, and its relationship to the community. The chairman then questions another student concerning championship teams, unusual school honors, or asks about outstanding school graduates. An exceptional student may also be interviewed. The school then presents what it can do best. This may be the usual chorus, band, or orchestra. It may also be a dance band or a dramatic group. The broadcast ends with the school song and the series theme, but anyone who heard the broadcast will know something about the school just presented.

Dramatic programs, if well done, usually hold great interest. Therefore, the chief revamping done on these was in the pool of students chosen from auditions for the casts. Previously, about fifty good students were picked, and each was used at least once. This year, only twenty were chosen. These will be used again and again, so that they may improve as a result of their increasing radio experience. As in the past, the scripts deal with the outstanding historical characters or events in southeastern Pennsylvania. The plots always deal with the little known but interesting things not usually emphasized. All scripts used are written especially for *Suburban School Round-up*.

An entirely new type of program for our series is introduced in the two talent broadcasts. These will present unusually gifted students who sing or play instruments. They will be gathered from the four suburban counties, and will help highlight the schools they represent.

Suburban School Round-up will depend upon the above ideas to acquaint the public with the schools they maintain through taxes. A wide publicity campaign is already underway. It utilizes newspapers, school radio chairmen, PTA presidents, Service Club presidents, and many educational and radio publications. An elaborate evaluation program is being carried on by teachers who volunteer to listen regularly, school radio clubs which vote to do this as a project, postcard criticisms requested of the radio audience, and above all, critical listening to recordings made of each broadcast.

One very vital activity of the old series will be carried over unchanged to the new. This is the amazing interest and work of the students active in either the Bucks-Montgomery County Forum League, or its counterpart in Chester-Delaware Counties. Only geographical handicaps separate these two groups. Each forum league draws its membership from interested schools in its territory. Each meets once a month at different schools to discuss previously assigned and prepared topics. The students enjoy meeting together in a social hour, becoming acquainted with people from other schools, and gaining experience in speaking on matters of current interest. These groups, surprisingly enough, go to unusual trouble when playing host, and count forum meetings as a major school activity. Subjects chosen by them for discussion include those used on the broadcasts, in addition to many others. The functioning of the forum leagues is such an excellent activity that it ranks in equal importance to the "Teen-Age Talks," which are broadcast. Any student or school desiring to join the Forum League has only to make that wish known.

This, then, is the *Suburban School Round-up* sponsored by the Southeastern Convention District of the PSEA. It has a unique opportunity through its twenty-seven broadcasts, to draw public attention to educational activities. We sincerely hope it will give the schools the recognition they deserve.—HELEN ATKINSON, radio chairman, Southeastern Convention District, Pennsylvania State Education Association.

Events — Past and Future

Western Radio-TV Conference

The Western Radio-Television Conference is to hold its third annual meeting in Seattle, Washington, on March 3 and 4, 1950. This is the first of a series of moves planned by the Conference to bring its annual meetings to various radio centers in the west. The 1948 and 1949 meetings were held in San Francisco.

According to Edwin H. Adams of the University of Washington, Seattle, program details are still in the formulative stage, but the general theme of the meeting and an outline of sessions will be announced in the near future. Adams, who is conference chairman for the 1950 meeting, has appointed the following committee to organize and carry out the details of the meeting: Program Chairman—William Ladd, University of Washington; Housing—David Crockett, program director, KING; Finance—George Dean, public relations, KOMO; Publicity—Milo Ryan, promotion, KIRO. The group will be augmented by other representatives of the industry and education as the organization activity increases.

Organized in the Fall of 1947 by a

group of radio-minded individuals from up and down the West Coast, interested in more responsible use of radio in the public interest, the Western Radio-Television Conference has solidified its position greatly in the last three years and has become a potent force in radio circles. Its first two meetings in San Francisco were well received by broadcasters, teachers, and listeners. Last year the Conference was organized around a Board of Directors of twenty members from Northern and Southern California, Oregon, Washington, and Utah. John C. Crabbe, KCVN, College of the Pacific, Stockton, California was named chairman of the Board, and Mrs. Inez Richardson, Hoover Institute and Library, Stanford University, was elected treasurer. These are the only two permanent offices of the Conference. Each year a Conference Committee is named to be responsible for the annual meeting.

Investigation indicates that the Western Radio-Television Conference is one of the few organizations in the country composed of a group of individuals dedicated to the planning of an annual meeting that will bring together in an open exchange of ideas, those interest groups involved in the many phases of broadcasting and telecasting.

Minnesota Radio Council

Listening and evaluation constitute the special 1949-50 project of the Minnesota Radio Council. Outstanding programs in the various fields were discussed briefly by a panel at the opening fall luncheon meeting of the Council in the Wedgewood Room, Curtis Hotel, Minneapolis, October 7. Organized by Mrs. George B. Palmer, coordinator of listener activity, the panel consisted of Mrs. Arthur H. Brin, Mrs. Arthur H. Peterson, Mrs. Angus W. Grant, Mrs. Henry J. Bessesen, Mrs. Charles A. Guyer, Mrs. L. D. Brown, and Mrs. Walter H. Moberg.

Dr. Tracy F. Tyler, Council president, presided and introduced the principal speaker, Dr. E. W. Ziebarth, chairman, Department of Speech, University of Minnesota, and commentator and executive for CBS. He told of some of his experiences in a flying trip to Europe the past summer as a CBS roving correspondent and showed some of the colored photos he made on the trip.

A resource panel, consisting of Mrs. Hulda Frisk Gran, former announcer for the Norwegian Broadcasting Organization, who broadcast during the war for BBC and OWI; Dr. Burton Paulu, who served the OWI in Europe during the war; and Richard C. Brower, Minnesota State Department of Education; contributed important comments to Dr. Ziebarth's talk.

Parents Must Guide Listening

"Unless we want a harvest of children who are emotionally over-stimulated and exhausted, parents must control the time and quality of radio and television programs in their homes," declared Dr. C. Morley Sellery, head, Health Services Branch, Los Angeles City Schools, at the September 26 meeting of the Southern California Association for Better Radio and Television.

Echoing this sentiment, but stressing the psychosomatic results in adults caused by tension and excitement, Dr. Arthur T. Bailey, cranial neurologist, pointed out the viciousness of radio programs which add to these symptoms.

Pointing out that a cure or control has been found for almost all children's diseases, Dr. Sellery defined pediatrics today as chiefly a child guidance and parent education program. The parents' obligation is particularly challenging, he said, in the realms of radio and television, two of the greatest entertainment media of this age. Proper sleeping and eating habits, plus sufficient outdoor exercise and a feeling of security are absolutely necessary to build a normal child. Improper, overexciting air shows can undermine any of these vital needs.

Dr. Bailey defined the greatest adult need today as peace of mind, and pointed out that detrimental radio and television shows, such as tawdry giveaway programs, only undermine mental health and induce a type of mass hysteria. The futility of them may be seen in the fact that out of twenty million people a week listening to a giveaway show, only 29 can be telephoned to give the correct answer.

Another danger with adults, Dr. Bailey said, is that radio is building "hopscotch minds" in America. With the rapid-fire intermingling of entertainment, advertising, news, etc., it is no wonder that 150 practicing psychiatrists in the Los Angeles area are getting patients suffering from nervous tension and inability to concentrate.

Broadcasts for Schools

Increased Classroom Use

Classroom use of radio broadcasts originating at WNYE, the Board of Education's FM station, increased 200 per cent during 1948-49, according to a report made public recently by Superintendent of Schools William Jansen. The increase is attributed in large part to the school administration's action last year in supplying a large number of schools with FM radios capable of receiving directly the programs of WNYE. Another factor was the greatly increased broadcasting schedule.

The report on classroom listening was based on replies to the annual listener's questionnaire sent out to all schools from the office of the Superintendent of Schools. Principals were asked to indicate the number of classes listening weekly to each of the programs, and return the filled-in questionnaires for tabulation. The 1948-49 totals show a marked increase in listening to the school broadcasts.

In all, 25,043 classes heard WNYE programs last year, as contrasted with 9,302 during 1947-48. A breakdown by divisions shows that the largest number of listeners was to be found in the elementary schools, with 19,003 classes reported as tuned in weekly; the next largest in the junior high schools, with 4,039 classes; while 2,001 classes listened every week in the high schools.

As in previous years, the elementary school folk-tale series, *Tales from the Four Winds*, drew the largest audience, with 118,720 individual listeners weekly, representing 3,392 classes. Other elementary school programs with outstanding listening appeal included *Know Your City*, which focuses attention on local history and geography; *This Way to Storyland*, a story series; and *Map Detective*, a geography quiz.

On the junior high school level, *The Story Teller*, presenting dramatic readings of famous short stories, stood highest. *Bill Scott, Forest Ranger*, a conservation series, was next in order of popularity, followed by the Junior High School Forum series, *The Code in Action*. Among programs designed for use in both junior and senior high schools, *America in Song and Story* and *Pioneers of Science* attracted considerable audiences; while, on the

senior high school level alone, *Drama Time* continued to maintain its lead over other series programmed for that division.

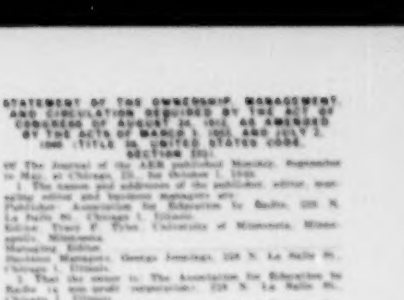
WNYE resumed its full school broadcast schedule on October 17, with many of the series that have proved popular in past years and a number of new features.

Empire State School of the Air

The Empire State School of the Air now uses an 18-station network to reach the schools of New York State. They are: WHFM, Rochester; WWHG, Hornell; WSYR-FM, Syracuse; WIBX-FM, Utica; WKNP, Corning; WKRT-FM, Cortland; WOPT-FM, Oswego; WBEN-FM, Buffalo; WHDL-FM, Olean; WHLD-FM, Niagara Falls; WHCU-FM, Ithaca; WFNF, Wethersfield; WVBT, Bristol Center; WCVN, DeRuyter; WVCV, Cherry Valley; WVBN, Turin; WSLB-FM, Ogdensburg; WFLY, Troy.

Schools which are presently contributing programs to the project are Buffalo, Cortland, Hornell, Ithaca, Rochester, Syracuse, and Utica.

The Steering Committee, which plans and supervises the program service consists of Max U. Bildersee, supervisor, Audio Education, State Education Department; Eugene S. Foster, Syracuse University; Merrill Knapp, program director, Rural Radio Network, Ithaca; Paul C. Reed, consultant for visual and radio education, Rochester public schools; and Glenn L. Sprague, manager, WWHG, Hornell. They were selected at the September 15, 1949, meeting of the Board of Trustees.



STATEMENT OF THE OWNERSHIP, MANAGEMENT AND CIRCULATION REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912, AS AMENDED BY THE ACTS OF MARCH 3, 1933, AND JULY 2, 1946 (TITLE 39, UNITED STATES CODE, SECTION 233)

of The Journal of the AER published Monthly, September to May, at Chicago, Ill., for October 1, 1949.

1. The names and addresses of the publisher, editor, managing editor and business manager are:

Publisher: Association for Education by Radio, 120 S. La Salle St., Chicago 1, Illinois.

Editor: Tracy F. Tyler, University of Minnesota, Minneapolis, Minnesota.

Managing Editor:

Business Manager: George Jennings, 120 S. La Salle St., Chicago 1, Illinois.

2. That the owner is: The Association for Education by Radio (a non-profit corporation), 120 S. La Salle St., Chicago 1, Illinois.

President: George Jennings, 120 S. La Salle St., Chicago 1, Illinois.

Vice-President: Harold Young, 116 N. Marshall St., Indianapolis, Indiana.

Secretary-Treasurer: Broadcast, U. S. Office of Education, Washington 25, D. C.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: None.

4. Paragraphs 2 and 3 include, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, also the statements in the two paragraphs show the affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner.

George Jennings

Sworn to and subscribed before me this 25th day of September, 1949.

Elizabeth R. Marshall, Notary Public

(SEAL)

(My commission expires May 31, 1951.)

Noteworthy Programs

New Radio-and-Home-Study Course

A radio-assisted home-study course titled *Contemporary Living*, open to listeners anywhere in the country, was inaugurated October 23 under joint auspices of the New York State Education Department and the National Broadcasting Company, according to an announcement by Dr. Algo D. Henderson, associate commissioner of education, and Sterling W. Fisher, manager, NBC Public Affairs and Education Department.

The course has been designed for adults who wish to study at home, particularly for those living in localities where travel to public school adult education classes is not feasible, Dr. Henderson said.

Twenty-six home-study lessons are being made available for study in connection with NBC's *Living—1949* documentary series [Sundays, 4:00 p.m., EST], on which the course will be based. The course will treat such subjects as international affairs, domestic issues, health and safety, cultural development, family living, and other topics of general interest.

The State Education Department supplies study material free to New York State residents. The State Board of Regents recently authorized home-study courses by radio and approved a self-sustaining fee for non-residents. Students who successfully complete course requirements will receive an "education by radio" citation.

"This first venture by the State Education Department into the operation of home-study courses by radio is essentially an experiment," Dr. Henderson said. "We hope to discover the need for such adult education opportunities and at the same time to learn how much interest there is in them on the part of the public. Not only individuals, but also family groups, clubs, and organizations may participate."

The home-study course is an outgrowth of earlier broadcasts in connection with the *Living—1949* series over WGY, Schenectady, and WBEN, Buffalo.

Inquiries concerning the course, and requests for registration, should be sent to Contemporary Living, Bureau of Adult Education, Albany 1, New York.

The Listener Talks Back

Radio has been giving the listener his say since October 5. Every Wednesday at 7:15 p.m., PST, stations KFMV and KWIK present a series entitled, *The Listener Talks Back*.

The new program is the voice of the Southern California Association for Better Radio and Television, a recently organized listeners' group headed by Mrs. Clara S. Logan. Mr. Listener, its chief character, presents as his guests such nationally known figures as radio writer Arch Oboler in a discussion of the importance of listener vigilance over television; Jack Gould, radio editor of the *New York Times* ["The Future of Television"], Arthur J. Freund of the American Bar Association ["The Effects of Crime Programs"], Harold B. McCarty, executive director, Wisconsin State Radio Council ["Radio in Education"], and Jerome Spingarn, author of *Radio Is Yours*.

Three features of *The Listener Talks Back* are a "mailbag" with answers to listeners' questions; recommendations of outstanding programs on AM, FM, and TV stations; and weekly program reviews.

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actresses; the danger of the devil to Faustus is the danger of the devil to us; the radio stage is within the "little grey cells"—yours and mine. I am an intensely interested listener when there is anything available to listen to that seems to me to be something other than an insult to my intellectual capacity [small as that may be] and my "New England conscience," insofar as the sales talks are concerned.

Am I griping? Yes, I am. Before we lose what little radio we have left, I'm challenging the listener and pleading for radio to give itself a fair trial. We use radio today, much as if we were to use the printing press solely to produce comic books. Radio in education—educational radio—good radio —great radio—radio on the scale the

miracle of the medium demands, is that asking so much?

And what of television? A very learned thinker about mass communications said as recently as last June, "Television is in its golden era of programming." He implied that television programs would not get much better, but certainly would get worse as the marvels of mass production reduced the cost of receivers and thereby greatly increased the size, and at the same time lowered the quality, of the viewing audience. [Have you seen some of the run-of-the-mill television programs?] This should be a matter of real concern to all of us.

We as educators and citizens interested in better radio have a golden opportunity [I've said that before, too] if we but take it, NOW. The college and the university station, used with imagination and showmanship, could do a programming job right now that could steal two-thirds of almost any network program audience, if the listeners but knew about the "educational" station program.

The school system station, programmed with imagination, can do a similar job in its area. But that is not our purpose. We are not taking any audience away from the commercial station; we simply are winning back those who have "given up radio"; those listeners who want something more than one chance in ten-million of winning $28,000 worth of stuff we don't want, can't use, and probably would have to auction off for less than the income tax on it.

The basis of this—should we say "reformation" in radio—might well be the members of the AER. We are not crusaders, shouting for the life-blood and profits of the industry; we are "pluggers"—we are educators, we are those, I hope, with vision. Was it the philosopher Kant who remarked, "Vision without understanding is meaningless; understanding without vision is blindness"?—GEORGE JENNINGS.

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Ferron Halvorson, WCAT director. WCAT, owned by the college, is one of the earliest pioneers in the field of radio broadcasting.

The series of courses began with the opening of the fall quarter, September 5, with a practical course in announcing. The course deals with the fundamentals of speaking on the radio, analysis of audience situations, and special practice in handling spot announcements, interviewing, and the conducting of various kinds of discussion and audience participation programs, news, sports, and special events announcing.

During the winter quarter, intensive class participation will be permitted in producing and directing radio talks, round tables, dramatic, and documentary programs.

The spring course will be devoted to a study of the psychology of radio; listener habits; planning of the individual program; problems of programming a station; "good taste" and code; and evaluating various types of commercial and sustaining programs.

The studios of WCAT serve as the production laboratory where students have the opportunity to learn skills and put into practice the knowledge and experience gained from class participation.

Navy's TV Instruction Expands

The U. S. Navy Special Devices Center, Port Washington, L. I., has been carrying on a research experiment the past year in teaching members of the Naval Air Reserve by television. The first year's operation was between Port Washington and the Merchant Marine Academy at Kings Point, L. I.

Currently the program has been extended to classrooms at Naval Air Stations at Floyd Bennett Field, Brooklyn; Willow Grove, near Philadelphia; and Anacostia, near Washington, D. C.

The programs, which cover a period of eight weeks, consist of one-hour sessions on Saturday and Sunday mornings from 9:30 to 10:30. The Saturday courses are for pilots and those on Sundays, for airmen.

The public in the area will be able to follow the lessons, since they are being presented over Stations WNBT, New York; WPTZ, Philadelphia; and WNBW, Washington.

Listenables

One of the finest services rendered to English teachers is the mimeographed publication *Listenables*, published jointly by the Committee on Radio, National Council of Teachers of English, and the Radio-English Committee, Association for Education by Radio. This work, headed by Leon C. Hood, 61 Lafayette Avenue, East Orange, New Jersey, deserves nation-wide acceptance and use.

The publication, which is issued 36 times a year at an annual cost of $2.50, lists carefully selected radio programs and provides brief annotations on them and the hour at which they may be heard.

Mr. Hood urges teachers and pupils to send in their comments to him on programs. In this way the listings of his Committee will represent as nearly as possible the opinions of teachers and pupils of English throughout the country.

Alpha Epsilon Rho

In accordance with a new resolution adopted in May by the Association for Education by Radio, the Student President of Alpha Epsilon Rho, is, automatically, a member of the Executive Committee of the Association. Dick Lyons, Beta, this year's Student President, was present at the Chicago meeting of the Association, which was held concurrently with the School Broadcast Conference of the Chicago public schools, October 18-20, at the Sherman Hotel. Mr. Lyons' report will be sent to the chapters.

Alpha, Stephens College—Members of Alpha Chapter opened the 1949-50 school year by participating in an all-school open house featuring honorary sororities and fraternities. The purpose of the open house was to acquaint new students with the work of the honoraries and the membership requirements. Alpha is currently revising its Constitution, with emphasis on raising its entrance requirements. Last year's reviews of radio books and talks by the radio faculty will continue at Alpha meetings this year, with primary consideration given to the field of television.

Beta, Syracuse University—With the assistance of Regional Vice-President Lowell Johnson and Student President Dick Lyons, Beta Chapter is discussing plans for a national scholarship to be given yearly by Alpha Epsilon Rho. Recommendations will be sent for consideration to all chapters as soon as Beta's plans are completed.

Gamma, University of Minnesota—Gamma Chapter President Shel Goldstein has just completed arrangements for an Alpha Epsilon Rho workshop to be organized during fall quarter, specifically to train group leaders who, in turn, will conduct an extensive and intensive workshop in radio during the Winter Quarter. In the latter case, participants will be drawn from the University of Minnesota Radio Guild, which is the active organization in radio at Minnesota.

Questions concerning Alpha Epsilon Rho should be addressed to Betty Thomas Girling, *Executive Secretary*, Alpha Epsilon Rho, Station KUOM, University of Minnesota, Minneapolis 14.